

Unit 12: The Great Depression

7th Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

Objective	In this one-day lesson, students will examine two primary source materials addressing the initial events that caused the outbreak of World War II and the bombing of Pearl Harbor. Students will make observations, inferences, and predictions about the events of the next unit based on the primary sources. 1. <u>We will</u> examine two primary source materials related to the beginning events of World War II and the bombing of Pearl Harbor. 2. <u>I will</u> evaluate the information provided in the primary source excerpts to make observations, inferences, and predictions about significant information and events of the next unit.
Key Concepts	• World War II broke out in Europe in 1939 with the German invasion of Poland. • Initially, the U.S. maintained a policy of isolationism and neutrality regarding the war in Europe. • The Japanese attack on Pearl Harbor on December 7, 1941, caused the U.S. government to decide whether to enter the war.
Skills	• Primary source analysis • Using context to determine the meaning of words • Making observations, inferences, and predictions about historical information based on primary source excerpts and photographs.
Essential Question	What major world event will take place in the next unit, and what significant decision will the U.S. government have to make as a result?
Assignment	Warm-up • Students will make observations, inferences, and predictions about the events of the next unit based on a photograph of the Japanese attack on the U.S. naval base at Pearl Harbor.

	Lesson - Students will analyze two primary source excerpts related to key events of World War II, including the German invasion of Poland and the Japanese attack on Pearl Harbor. Students will identify key information in the passages and make inferences and predictions about what they are likely to see in the next unit based on the passages. Exit Ticket - Students read an excerpt from a December 7, 1941, newspaper article presenting information about what Britain is likely to do if the U.S. declares war on Japan following the attack on Pearl Harbor. Students are asked to predict how the U.S. might respond to the attack and how the response could influence the war in Europe.
Materials	- Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) - Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) - Assignment (<i>Suggested printing 1 per student</i>) - Advanced Level work - Grade Level work - Foundations Level work
Differentiation	- Scaffolding including classwork at three different levels of academic ability - Visual representations of directions - Chunking text information - Sentence Stems and response options for short, constructed response questions - Reduction in answer choices and amount of writing
TEKS	7.20(A) Differentiate between, locate, and use valid primary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.

- **7.20(B):** Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.

Teacher Guide: Looking Ahead

Warm-up	- Students will make observations about an image of the attack on Pearl Harbor during World War II. They will use their observations to make inferences about what is likely to occur in the next unit. - Slide 2 provides an enlarged view of the image. - Slide 3 provides sentence stems to guide student responses when sharing with the class. - Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<u>Part I: The World at War Again:</u> Students will read a newspaper excerpt briefly recounting Germany’s invasion of Poland and the responses of Britain and France to this action. Students will answer questions explaining key information, including identifying America’s policy of neutrality at the beginning of the war. <u>Part II: The United States – From Isolationist to Involved</u> Students will read a newspaper excerpt discussing how the U.S. will respond to the Japanese attack on Pearl Harbor. Students consider how the U.S. could respond and the possible effects on the war in Europe. <u>Advanced:</u> Students will answer a series of short, constructed response questions identifying and summarizing key information and making inferences and predictions about events of the next unit. <u>Grade Level:</u> Students will answer multiple-choice questions and short, constructed response questions with sentence stems to guide their responses. They will identify and summarize key information and make inferences and predictions about the events of the next unit. <u>Foundations:</u> Students will answer multiple-choice questions with one answer option eliminated. They will answer short, constructed response questions with sentence stems and response options provided. They will identify and summarize key information and make inferences and predictions about the events of the next unit.

Exit Ticket	Students read an excerpt from a newspaper article immediately following the attack on Pearl Harbor. The article discusses what might happen if the U.S. declares war on Japan. Students are asked to consider how they think the U.S. will respond to the attack on Pearl Harbor and how its decision could affect Europe.
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Primary Sources and Other Resources Used

- *Pearl Harbor naval base and U.S.S. Shaw ablaze after the Japanese attack.* 1941. Photograph. Library of Congress Prints and Photographs Division. <https://www.loc.gov/item/98506923/>.
- Behrent, Howard. Falfurrias Facts (Falfurrias, Tex.), Vol. 33, No. 13, Ed. 1 Friday, September 8, 1939, newspaper, September 8, 1939; (<https://texashistory.unt.edu/ark:/67531/metaph864738/>: accessed May 4, 2026), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>;
- Sweetwater Reporter (Sweetwater, Tex.), Vol. 45, No. 167, Ed. 1 Monday, December 8, 1941, newspaper, December 8, 1941; Sweetwater, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph282451/>: accessed May 4, 2026), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Sweetwater/Nolan County City-County Library.
- Sweetwater Reporter (Sweetwater, Tex.), Vol. 45, No. 167, Ed. 1 Sunday, December 7, 1941, newspaper, December 7, 1941; Sweetwater, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph282450/>: accessed June 15, 2026), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Sweetwater/Nolan County City-County Library.
- Bartholomew's political map of the new Europe 1920 according to treaties of Paris. Accessed 6/15/2026 [https://commons.wikimedia.org/wiki/File:Bartholomew%27s_political_map_of_the_new_Europe_1920_according_to_treaties_of_Paris_\(5007973\).jpg](https://commons.wikimedia.org/wiki/File:Bartholomew%27s_political_map_of_the_new_Europe_1920_according_to_treaties_of_Paris_(5007973).jpg)